

CRM LESSON PLAN REPORT
STAND-UP FIGHTING TECHNIQUES (BASIC)
071-FRGAB001 / 02.0 ©

Approved
30 Apr 2018

Effective Date: 30 Apr 2018

SCOPE:

During this period of instruction, students will learn to perform, and demonstrate Basic Combatives Stand-Up and Fighting Strategy. The student will correctly Illustrate and Perform the following Basic Stand-Up Techniques in accordance with TC 3-25.150 and the performance steps in this lesson plan: Stand in Base, Fighting Stance, Grappling over Weapons, Inside Control, Neck and Biceps; Outside to Inside Wedge/Counter to Inside Wedge, Knee Strikes, Hip Check, Turn Down; Front and Rear Take-down; Guillotine Choke, Guillotine Choke Defense, and Basic Strikes.

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1 - This training product has been reviewed by the training developers in coordination with the G2, MCoE, and Fort Benning GA 31905 foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

SECTION I. ADMINISTRATIVE DATA

All Course
Masters/POIs
Including This
Lesson

Courses

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
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None

POIs

<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
9E-F10/950-F6 (MC)	02.0 ©	Basic Combatives	0	Analysis

Task(s)
Taught(*) or
Supported

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
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Reinforced
Task(s)

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
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Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
071-OPN-0017	Safety Procedures	No	Yes
805P-K-0102	Muscle Anatomy	No	Yes
K26801	Warrior Ethos	No	Yes

Skill

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
S0411	Ability to practice safety at all times.	No	Yes
805P-S-0115	Follow Army regulatory guidance	No	Yes
071-CMD-0017	Instill the Will to Win	No	Yes
S1494	Navigate the Army Combat Readiness/Safety Center (USACRC) website	No	Yes

Administrative/
Academic
Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	9 hrs	0 mins	Drill and Practice
Yes	0 hrs	10 mins	Demonstration
Yes	0 hrs	10 mins	Discussion (Small or Large Group)
Total Hours(50 min):	9 hrs	20 mins	

Instructor
Action
Hours

The instructor action (60 min) hours required to teach this lesson are as follows:

<u>Hours/Actions</u>		
0 hrs	20 mins	Classroom Breakdown
0 hrs	15 mins	Classroom Setup
0 hrs	20 mins	Facilitate Discussion
0 hrs	10 mins	Student Counseling
0 hrs	10 mins	Student Re-train
Total Hours (60 min):	1 hrs	15 mins

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number</u>	<u>Version</u>	<u>Lesson Title</u>
None			

Prerequisite Lesson(s)**Hours****Lesson Number Version****Lesson Title**

None

Training Material Classification

Security Level: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Foreign Disclosure Restrictions

FD1. This training product has been reviewed by the training developers in coordination with the G2, MCoE, and Fort Benning GA 31905 foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
AR 350-1	ARMY TRAINING AND LEADER DEVELOPMENT	10 Dec 2017
ATP 3-34.5	Environmental Considerations	10 Aug 2015
ATP 5-19 (Change 001 09/08/2014 78 Pages)	RISK MANAGEMENT	14 Apr 2014
TC 3-25.150	Combatives	31 Mar 2017
TC 3-34.489	The Soldier and the Environment.	08 May 2001

Student Study Assignment

Student Study Assignments defined:

1. Study...Master the details of the subject and fix them in your mind through application of the study process (survey, question, read, review, and recite). Prepare to test on the subject (orally, written, and/or performance).
2. Read...Be proficient in the subject for discussion in the classroom. Prepare to take one or more practical exercises on the subject (orally, written, and/or performance).
3. Scan...Be familiar with the topic(s). Read the topic sentence of each paragraph. Prepare to participate in checks on learning during classroom discussion (orally, written, and/or performance).
4. Review...Review is used for material previously discussed in class. Review all notes, Advance Sheets, and any material related to the class as applicable.

Students are required to read the following pages from TC 3-25.150: 3-4, 3-7, 3-39, 3-40, 3-55, 3-56; 4-89; 5-31, 5-34 through 5-37, 5-66, 5-67, 5-71, 5-72, 5-75, 5-82, 5-84, 5-91; 6-25 through 6-27.

The History of the Modern Army Combatives Program, can be found at the following link:

<https://www.benning.army.mil/Armor/316thCav/129/Combatives> .

Instructor Requirements

1. Primary Instructor must be a graduate of the Combatives Master Trainer Course, and the assistant instructor must be a Tactical Combatives graduate.
2. Completion of the Common Faculty Development Program-Instructor Course (CFDP-IC)

Support Personnel Requirements

None

Additional Support Personnel Requirements**Name****Student Ratio****Qty****Man Hours**

None

**Equipment
Required
for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
1090-01-C14-9367 - Sling, M4/M16 Three Point: MS2 Multi-Mission, Black Remarks: One sling per weapon.	1:36	0:0	No	0	No
4110-01-485-3548 - Chest, Ice Storage, White, 162 Quart Capacity Remarks:	1:36	0:0	No	0	No
4120-01-481-6048 - Cooler, Air, Evaporative Remarks:	2:36	0:0	No	0	No
4470-01-359-2799 - 1050 Notebook, Special Remarks:	1:36	0:0	No	0	No
6515-01-541-8147 - SUPPORT,CERVICAL Remarks:	1:36	0:0	No	0	No
6530-00-405-5391 - Litter-Splint, Extrication, Metal, Carrying Case, with Zipper, Adjustable Strap Remarks:	1:36	0:0	No	0	No
6530-01-380-7309 - Litter, Folding, Rigid Pole 91.60 Inches Remarks:	1:36	0:0	No	0	No
6530-01-464-4424 - Pad, Cooling, Chemical, Instant, Non-Toxic, Non-Caustic, 5 X 8 Inch Remarks:	6:36	0:0	No	0	No
6545-01-572-9963 - Medical Equipment Set Combat Lifesaver Remarks:	1:36	0:0	No	0	No
6645-00-126-0286 - Stopwatch Remarks:	6:36	0:0	No	0	No
6685-01-590-1047 - Monitor, Heat Stress: Questemp 44 Remarks:	2:36	0:0	No	0	No
6730-01-484-2886 - SCREEN,PROJECTION Remarks:	1:36	0:0	No	0	No
6730-01-C15-8387 - Projector Overhead, Portable TY SZ STY : PT-F200U Panasonic Remarks:	1:36	0:0	No	0	No
6910-01-C05-2267 - Mat, Floor: Zebra Mats Z700 Remarks:	23:18	0:0	No	0	No
6910-01-C05-3780 - Interval Timer, High Intensity: Pit Ring Remarks:	0:0	0:0	No	2	No
7210-00-081-1417 - Sheet, Bed Cotton White Remarks:	12:36	0:0	No	0	No
7250-00-089-3827 - Can, Military Remarks:	1:6	0:0	No	0	No
7330-00-781-3859 - Jug, Insulated, 5 Gallon Remarks:	6:36	0:0	No	0	No
7730-01-C91-4112 - Television LED HDTV, 26LD350, LG Electronics U.S.A. Inc. Remarks:	1:36	0:0	No	0	No
7810-01-C12-6454 - Gloves Boxing, Grant Hook & Loop Remarks:	12:36	0:0	No	0	No
8415-01-397-3955 - Body Suit, Protective, Training, Medium (Cancelled-Inactive: 18JUN2011) Remarks:	6:36	0:0	No	0	No
8465-01-F01-2239 - Headgear, CQC Competition - Modern Army Combatives Kit (MACK), Black Remarks:	8:36	0:0	No	0	No
8960-01-430-4378 - Ice, 8 Pounds Remarks:	8:36	0:0	No	0	Yes

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

Instructor Materials:

Lesson Plan, PowerPoint slides of content, Practical Exercise, Student Handouts as needed, visitor's folder, white board, dry erase markers, and references.

Student Materials:

Lesson Plan, PowerPoint slides of content, Student Handouts as needed, and references listed in the References section of this lesson plan.

Every student must provide one serviceable mouth guard, three (3) complete sets of serviceable uniforms (ACU's), Two (2) complete set of PT's, one pair of hand wraps, students should bring groin protection, and are required to bring MICH, ACH, or Similar Helmet, Body Armor, Elbow and Knee Protection, Gloves, Eye Protection, and Camelback.

Classroom, Training Area, and Range Requirements

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-108630-36 General Instruction Building, 108630 Square Foot, 36 Persons Remarks: Briant Wells building 933.	1	0:0	0	0
85210-3700 Organizational Vehicle Parking, Paved, 3700 Square Yard Remarks: Parking lot used by students, Instructors and Visitors.	1	0:0	0	0
17136BEL3-36 CRXXIB-EL3: Classroom XXI Automation-Aided Instructional Building Advanced Technology-Enhanced Level 3, 36 Persons Remarks: Building 933 Main Post Fort Benning GA.	1	0:0	0	0

Ammunition Requirements

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material. To prevent injuries, the instructor must consider the following safety precautions before conducting Combatives training:

- a. Supervise all practical work closely and constantly. Never leave a group unsupervised.
- b. Familiarize the Soldiers with each maneuver by a complete explanation and demonstration before they attempt the moves.
- c. Do not allow the Soldiers to get ahead of the instruction.
- d. Ensure the training partner offers resistance, but allows the maneuver to be freely executed during the learning stages and while perfecting the techniques.
- e. Ensure there is adequate space between Soldiers during practical work, for example, allow at least an 64-foot square for each pair of Soldiers.
- f. Ensure that Soldiers empty their pockets, and remove their jewelry, and identification tags before training.
- g. Stress that only simulated strikes to vital points, such as the head, neck, and groin areas are to be executed.
- h. Ensure that Soldiers understand the use of both physical tapping and verbal signals to indicate to the partner when to stop the pressure in grappling and choking techniques.
- i. Make sure Soldiers warm up and stretch properly before practical work.
- j. Teach and practice fall before conducting throws.
- k. Ensure that the Soldier to be disarmed does not place his finger in the trigger guard during rifle and bayonet disarming.
- l. Make sure Soldiers keep scabbards on knives and bayonet firmly attached to rifles while learning bayonet disarming methods.
- m. use bayonet scabbards or rubber knives during knife disarming training.

NOTE: Two demonstrators (Tactical or Master Trainer) will perform the technique at combat speed, assistant instructor must not allow student to get ahead.

NOTE: Instructors will immediately address any disrespectful behavior, unsportsmanlike conduct, or overly enthusiastic Soldiers during the practical exercises. While an increase in resistance creates more realistic training for the Soldiers, it can also lead to overly competitive displays of strength and frustration. Bruised egos, hurtful pride, and inexperience can all quickly become safety hazards in the classroom environment. To facilitate this, instructors should foster an environment of respect among Soldiers as well as exercise control while training.

NOTE: The most common injury in ground grappling occurs to the Soldier's ribs. The cause of these injuries is often improper transition from position to position. It must be stressed to students that while transitioning from one position to another, space between the Soldiers must be minimized. The Soldier moving to the dominant position

must continually strive to stay tight to their training partner. Not only is this safer, but will preclude allowing space for the Soldier to escape the position.

General Lesson Guidance:

1. Two (Combative Master Trainers) or (Tactical Combative Instructor) will act as demonstrators and perform the techniques at combat speed.
2. The instructor will then talk the two demonstrators through the technique using the step-by-step method of instructions.
3. The instructor will have the student pair up and "drill" the technique slowly, while observing the student pairs and illuminating any key points.
4. Review presentation and develop a list of questions to use during class.
5. Have on hand identified reference material linked to lesson plan.
6. Review and properly prepare conference / discussion material presented.
7. Ensure all equipment listed for this lesson plan (LP) is present, operable, and set up for use before class.
8. Refer to the practical exercise, Appendix C, of this lesson plan. If required, develop additional situations to use during the practical exercise.
9. PowerPoint users: Ensure the SLI file you are using has been called up using Microsoft PowerPoint Viewer and SLI / slide 1 is showing on the screen before class.
10. Whenever noted, slides are available to assist in explanation of task steps. Use slides as needed during class or practical exercise to reinforce training. The instructor may choose to use / not use the LP SLIs as developed, modify the existing SLIs content / order or insert new material as is necessary based on audience analysis to assist in Soldier learning. Changes must be annotated as a pen / ink changes on the vault file master LP, be approved through the Senior Instructor and 316th CAV Development Team notified. Content must support lesson objectives.
11. Whenever necessary, ask leading questions of Soldiers in order to prompt Soldier discussion.
12. Most materials associated with this LP are provided to resident AC Soldiers in digital format loaded on their school issued laptop computers unless stated in instructional notes. TASS BN instructors will have to issue all necessary materials to Soldiers in hard copy unless they have individual Soldier laptop / digital capability.

13. Encourage Students to relate their first hand experiences during the activities.
14. Facilitate this lesson using appropriate methodologies.
15. Control group activities using appropriate Instructor techniques.

Instructor will utilize the current OE, CALL Lessons Learned/ OIL to draw interest and apply relevance during their Instructional Lead in and to solicit feedback/ draw upon Soldiers' experiences.

Instructor will implement approved Lessons Learned that affect existing lesson plans and programs of instruction without resource implications (resource growth). These changes can be made to lesson plans and POIs by way of redlining the documents and updating lesson plans in the TDC database. Recommended changes will be forwarded to the MCoE Training Directorate in order to affect changes/updates to the POI for submission to TOMA, G3 TRADOC. This phase is conducted by the Squadron and followed up by the Brigade L2I representative to verify actions have been completed. For changes which require additional resources or growth, the Brigade will develop a rationale submission, and submit to DOTD to go through the MCoE resource approval process.

<http://call.army.mil>

This Lesson Supports the Course Outcome:

1. Demonstrate the ability to gain a dominant position.
2. Demonstrate the ability to finish the fight.
3. Apply Basic Combatives Techniques

This lesson supports the following General Learning Outcome:

1. Soldiers and Civilians proficient in leader attributes and competencies.
2. Soldier and Civilians proficient in character, competence, and commitment as trusted Army Professionals.
3. Soldier and Civilians demonstrate proficiency in mission command philosophy.
4. Soldier and Civilians demonstrate capacity in creative-critical thinking.
5. Soldier and Civilians demonstrate proficiency in communications skills.
6. Soldier and Civilians demonstrate demonstrate proficiency in cultural awareness, cross cultural competencies in the strategic environment of 2025 and beyond.
7. Soldier and Civilians pursue Comprehensive Fitness/ Resiliency Skills and Performance Enhancement Skills.
8. Soldier and Civilians pursue Lifelong learning, self-assessment, and goal setting.
9. Soldier and Civilians support Army Policies, programs, and processes.
10. Soldier and Civilians are technically and tactically competent.

Consideration during Facilitations:

Keys to facilitation

- A. Create action in the classroom
 1. Avoid lecturing

2. Engage students in learning through activities
 - B. The classroom layout sets the tone
 1. What layout is best for the desired setting?
 - a. Group work: tables and semi-private or secluded workspaces
 - b. Take focus off of the instructor and placed on the group but still allowing interaction with the instructor
 - C. Create expectation in students that they will participate in learning
 1. This is difficult if students have been conditioned to be passive learners
 - a. Be patient and provide guidance and positive reinforcement
 - b. As students succeed they will change their expectations
 - D. Some will continue to want to be passive learners despite your best efforts – do not be discouraged, eventually they may participate or other students may influence them to participate
- Tips for facilitating discussion:
1. Get all of the students involved
 - a. Use small groups discussing the same idea to include all students
 - b. Inattentive students should be redirected back to the group
 - c. Move the discussion around the class
 2. You don't have to comment on each person's contribution
 3. Paraphrase: check your understanding and the students
 4. Redirect an inaccurate or incorrect statement to the class for correction
 5. Elaborate – suggest a new way, even when the student seems to have answered the question correctly
 6. Energize – quicken your responses, use appropriate humor
 7. Disagree (gently) or play devil's advocate
 8. Mediate differences in opinion
 - a. Mediation is a balancing act; try to keep the discussion going without interjecting yourself as the authority
 - b. Encourage students to back up their statements with facts
 - c. Remind everyone to respect differing opinions
 9. Pull together ideas
 10. Allow students to summarize what occurred in the discussion group
 11. Provide follow-up information for additional study or reading

**Proponent Lesson
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Mark Fariello	Not available	Approver	30 Apr 2018

SECTION II. INTRODUCTION

Method of Instruction: Demonstration
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - ICH (1:12)
Time of Instruction: 10 mins

Motivator

Motivator

Instructor will facilitate a brief Soldiers' discussion on the lesson plan motivator. A motivator can be in the form of a discussion, short demonstration, or video that should:

1. Provide relevance and significance to the lesson.
2. Gain Soldier's interest and focus the Soldier's on what they are to learn.
3. Explain why the Soldier's need to perform the learning objective and the consequences of nonperformance.
4. Explain the actual job or battlefield conditions that make mastering the terminal learning objective essential for the Soldiers.
5. Cadre will utilize OE, CALL Lesson Learned/OIL to draw interest and apply relevance.

"Very few people have ever been killed with the bayonet or saber, but the fear of having their guts explored with cold steel in the hands of battle-maddened men has won many a fight." Patton

The essence of a warrior is the willingness to close with the enemy. The average Soldier, if trained to use only the firepower of his personnel weapon, loses effectiveness in a combat situation in which his weapon fails to fire, he runs out of ammunition, or close combat prohibits effective fire. With knowledge of hand-to-hand fighting techniques and confidence in the system developed through training, the Soldier is capable of closing with and destroying the enemy. Hand-to-hand training develops a spirit of aggressiveness in the individual Soldier and instills the will to fight. It is also an excellent physical conditioner and body strengthener.

We teach hand-to-hand combat for several reasons:

- a. Excellent physical conditioner and body strengthener.
- b. Builds a spirit of aggressiveness in the individual soldier and instills the will to fight.
- c. Instills a feeling of confidence in the individuals ability and in the ability of his fellow Soldiers.
- d. Teaches the Soldier a technique to fight or defend if unarmed and confronted with an unarmed opponent.
- e. Provides the soldier with a basis for properly executing hand-to-hand combat when he goes on to his unit.

Terminal Learning

NOTE. Inform the students of the following Terminal Learning Objective requirements.

Objective

At the completion of this lesson, you [the student] will:

Action:	Employ Basic Stand-Up Fighting Techniques
Conditions:	As a buddy team, in an approved Combatives training environment IAW TC 3.25-150, while wearing sterile ACUs and appropriate footgear (if Outdoors).
Standards:	<p>At the completion of this lesson, you (the students) will have correctly demonstrated the following techniques as outlines in the Enabling Learning Objectives (ELO)s.</p> <ol style="list-style-type: none">1. Demonstrate Ground Grappling2. Demonstrate Striking Skills3. Demonstrate Grappling with Weapons4. Demonstrate Clinch Fighting5. Demonstrate Finishing Techniques
Learning Domain - Level:	Psychomotor - Precision
No JPME Learning Areas Supported:	None

Safety Requirements

Note: The instructor will brief the unit/site SOP and Composite Risk Management Worksheet for all potential contingencies encountered during that training period/event i.e. severe weather, fire, and evacuation.

To prevent injuries, the instructor must consider the following safety precautions before conducting combatives training.

- a. Supervise all practical work closely and constantly. Never leave a group unsupervised.
- b. Familiarize the Soldiers with each maneuver by a complete explanation and demonstration before they attempt the moves.
- c. Do not allow the Soldiers to get ahead of the instruction.
- d. Ensure the training partner offers resistance, but allows the maneuver to be freely executed during the learning stages and while perfecting the techniques.
- e. Ensure there is adequate space between Soldiers during all practical work, for example, allow at least an 16-foot square for each pair of Soldiers.
- f. Ensure that Soldiers empty their pockets, and remove their jewelry, and identification tags before training.
- g. Stress that only simulated strikes to vital points, such as the head, neck, and groin area are to be executed. Soldiers may use light blows to other vulnerable areas; however, they must exercise caution at all times.
- h. Ensure that Soldiers understand the use of both physical tapping and verbal signals to indicate to the partner when to stop the pressure in grappling and choking techniques.

i. Make sure Soldiers warm up and stretch properly before practical work.

NOTE: Instructors will immediately address any disrespectful behavior, unsportsmanlike conduct, or overly enthusiastic Soldiers during the practical exercises. While an increase in resistance creates more realistic training for the Soldiers, it can also lead to overly competitive displays of strength and frustration. Bruised egos, hurtful pride, and inexperience can all quickly become safety hazards in the classroom environment. To facilitate this, instructors should foster an environment of respect among Soldiers as well as exercise control while training.

NOTE: The most common injury in ground grappling occurs to the Soldier's ribs. The cause of these injuries is often improper transition from position to position. It must be stressed to students that while transitioning from one position to another, space between the Soldiers must be minimized. The Soldier moving to the dominant position must continually strive to stay tight to their training partner. Not only is this safer, but will preclude allowing space for the Soldier to escape the position.

Classroom:

1. Soldiers will react to any emergency situation In Accordance With (IAW) the facility SOP.
2. In the event of a fire, Soldiers will exit the classroom in an orderly manner (last one out closes the door); meet at the location the Primary Instructor has designated; class leader will hold an accountability formation and report his findings to Primary Instructor.
3. In the event of severe weather or tornado, Soldiers will exit the classroom in an orderly manner; move to the location the Primary Instructor has designated (basement or center of building); class leader will hold an accountability formation and report his findings to Primary Instructor.

Field:

1. Soldiers will be given a safety brief. Seasonal conditions affecting weather, daylight, and night will affect maneuver and Training.
2. Risk assessment level will be determined by the Instructor in the field IAW applicable MCoE Policies and the approved DD Form 2977 (Deliberate Risk Assessment Worksheet) SEP 2014.
3. Senior Instructor will conduct a daily risk assessment IOT identify changed conditions.

Safety must be paramount in the complex outdoor environment. During the training process, commanders will utilize the 5-step Composite Risk Management process to determine the safest and most complete method to train. Every precaution will be taken while replicating realistic battlefield conditions.

Risk Assessment Level

Low - The operations officer, in cooperation with the principal instructor, will prepare a risk assessment using the before, during, and after checklist and the risk assessment matrixes contained in Risk Management FM 5-19.

Assessment: None

Controls: None

Leader Actions: None

Environmental Considerations

NOTE: Instructor should conduct a risk assessment to include environmental considerations IAW the current environmental considerations publication, and ensure students are briefed on hazards and control measures.

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW ATP 3-34.5, and ensure students are briefed on hazards and control measures.

Based on its commitment to environmental protection, the Army will conduct its operations in ways that minimize environmental impacts. It is the responsibility of all Soldiers, DA civilians and Government Contractors to protect the environment from damage.

Instructional Lead-in

As a Soldier you may find yourself in the presence of an enemy. You must be able to present a stability platform in order to maintain and advance of your enemy. Stand in Base allows you to stand in the presence of the enemy without compromising your base and making you vulnerable to an attack. While on the ground you may find yourself being attack and must be able to stand and obtain positive identification of the enemy and engage with you weapon. The fighting stance will allow you to assume an offensive posture conducive to an attack, while being able to defend yourself.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Demonstrate Ground Grappling
CONDITIONS:	In an approved Combatives training environment IAW TC 3-25.150, wearing sterile Army Combat Uniform (ACU)'s and appropriate footwear (if outdoors), utilizing two person teams.
STANDARDS:	The student will perform the following Learning /Step Activity: 1. Stand in Base 2. Fighting Stance
LEARNING DOMAIN - LEVEL:	Psychomotor - Precision
No JPME LEARNING AREAS SUPPORTED:	None

ELO A - LSA 1. Learning Step / Activity ELO A - LSA 1. Perform Stand in Base

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objective:

1. Demonstrated the proper Stand in Base techniques
2. Demonstrate the principles of body movements.

Note: To facilitate learning the technique there are references to the Soldiers' "dominant" and "non-dominant" sides. Ensure that Soldiers understand that this technique can be performed from either side.

1. Soldier places their dominant hand behind them on the ground to provide a base.
2. Soldier bends the non-dominant leg at the knees and posts the non-dominant foot on the ground.
3. Soldier bends the non-dominant arm at the elbow and places the elbow near the knee of the non-dominant leg, with the palm of your hand in front of your head facing the enemy combatant to defend blows.

NOTE: Soldier's hand should be opened and splayed facing the enemy

combatant. Keep the striking foot of the dominant leg parallel to the ground and use it to kick the enemy combatant or to create space to stand up.

4. Soldier turns dominant foot horizontally so that their toes are pointed away from their body.

NOTE: This allows more contact area when attempting to strike the enemy combatant's shin/knee.

5. Soldier places weight on dominant hand and non-dominant foot to create two posts and picks up the rest of their body.

6. Soldier swings the dominant side leg between the two posts.

NOTE: Soldier should maintain an upright posture throughout this technique.

WARNING: NEVER bend over at the waist. This allows the enemy combatant to strike the face with knees and kicks.

7. Soldier places the dominant side foot behind their same-side arm.

NOTE: Soldier should keep the knee behind their same-side arm.

8. After placing weight on both feet, Soldier lifts his/her hand from the ground and assumes a fighting stance.

Students will Drill and Practice immediately following the block of instructions.

Check on Learning:

Assess the Soldiers developing (Skills/Knowledge/Situational Awareness) by observation, questions and Soldier explanations. Instructor may ask the following questions:

Question 1. What is the purpose of Stand in Base?

Answer. It allows the Soldier to return to his/her feet in the presence of an enemy without becoming vulnerable to attack.

Question 2. Should a Soldier bend at the waist when they stand up from the position of Stand in Base?

Answer. False

Question 3. How should Soldiers angle their striking foot?

Answer. The striking foot should be angled horizontally.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

ELO A - LSA 2. Learning Step / Activity ELO A - LSA 2. Perform Fighting Stance

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objectives:

1. Understand the proper procedures and techniques in performing Fighting Stance.
2. Demonstrate the proper procedures and techniques in performing Fighting Stance.

The fighting stance allows the Soldier to assume an offensive posture that is conducive to attack while still being able to move and defend him/herself. The fighter's stance is not only a platform for unarmed fighting; it can also be used to utilize various weapons, from close-range contact weapons to projectile weapons.

Note: Soldiers should establish their dominant side. Meaning the lead foot is non-dominant and the trail foot is the dominant foot.

1. Soldier's place their non-dominant foot 12 to 18 inches in front of their dominant foot and turn their lead foot about 15 degrees inward.

NOTE: Soldiers should position their feet approximately shoulder-width apart. The trail foot should be turned about 45 degrees outward to provide stability in all directions.

NOTE: Soldiers should evenly distribute their body weight on both feet and support a majority of their weight with the balls of their feet.

2. Soldiers stand upright with a slight bend in the knees.
3. Soldiers ensure their hips and chest are squared towards the enemy combatant and maintain an upright posture.

Note: The Fighter's Stance maximizes the defensive capabilities of a Soldier's

body armor. Instructors should reinforce this concept and correct Students who begin to blade their body by turning their hips and torso to one side.

4. Soldiers keep their elbows tucked into their body to cover the sides of the torso and hold their forearms perpendicular to the ground so that their elbows are positioned over the knees.

NOTE: Ensure that Soldiers' elbows do not fly out horizontally while punching as this leaves the vulnerability in body armor unnecessarily exposed.

5. Soldiers hold their hands high with the palms facing each other in a loose fist and maintain line of sight just above the hands.

NOTE: Soldiers should naturally curl their fingers into their palm. The thumb curls over to cover the first two fingers.

6. Soldiers roll their shoulders forward slightly to protect the chin and neck.

NOTE: Instructors should encourage Soldiers to use size to their advantage and should note the difference between "rolling" the shoulders forward and "hunching over," which makes them smaller.

7. Soldiers keep their chin tucked.

Students will immediately conduct Drill and Practice following this block of instructions.

Check on Learning:

Assess the Soldiers developing (Skills/Knowledge/Situational Awareness) by observation, questions and Soldier explanations. Instructor may ask the following questions:

Question 1: How far should the non-dominant foot be placed in front of the dominant foot?

Answer: 12-18 inches

Question 2: Which direction should the Soldier orient his/her hips?

Answer: Soldiers hips should be squared towards the enemy combatant

Question 3: Why do Soldiers roll their shoulders forward in the fighter's stance?

Answer: Soldiers roll their shoulders forward in order to protect both sides of their chin from strikes.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

CHECK ON LEARNING (ELO A): Assess the Soldiers developing (Skills/Knowledge/Situational Awareness) by observation, questions and Soldier explanations.

REVIEW SUMMARY(ELO A): Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Demonstrate Striking Skills
CONDITIONS:	In an approved Combatives training environment IAW TC 3-25.150, wearing sterile Army Combat Uniform (ACU)'s and appropriate footgear (if outdoors), utilizing two person teams.
STANDARDS:	The student will demonstrate proficiency in the following Learning /Step Activity. 1. Perform Basic Footwork 2. Perform Striking Skills
LEARNING DOMAIN - LEVEL:	Psychomotor - Precision
No JPME LEARNING AREAS SUPPORTED:	None

ELO B - LSA 1. Learning Step / Activity ELO B - LSA 1. Perform Basic Footwork

Method of Instruction: Drill and Practice
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - ICH (1:12)
Time of Instruction: 30 mins

Objective:

1. Learn proper footwork and movements
2. Demonstrate proper footwork and movements.

Before effective strikes can be launched, a Soldier must have a solid base, as well as the ability to move while both attacking and defending.

NOTE: When training basic footwork, begin with movement in the four cardinal directions. Leading with the wrong foot will cause crossing of the feet and imbalance in the stance. Movements should be short, with four to six inch increments. Note that lead and trail feet are different for left- and right-handed Soldiers.

1. MOVING FORWARD

Step forward with the lead foot, and drag the trail foot the same distance. Stay balanced on the balls of the feet, with the heels slightly raised. Keep a good Fighter stance.

2. MOVING BACKWARD

Step backward with the trail foot, and drag the lead foot the same distance. Stay balanced on the balls of the feet, with the heels slightly raised. Keep a good Fighter stance.

3. MOVING RIGHT

Step to your right with your trail foot, and drag your lead foot. Stay balanced on the balls of the feet, with your heels slightly raised. Keep a good Fighter stance.

4. MOVING LEFT

Step to your left with your lead foot, and drag your trail foot. Stay balanced on the balls of the feet, with your heels slightly raised. Keep a good Fighter stance.

5. MOVING DIAGONALLY

When moving diagonally, the foot that moves first may not be the foot closest to the direction you are moving. The guiding factor is that you should never cross your feet.

NOTE: Instructors should ensure Soldiers do not cross their feet during the footwork drills.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing
(Skills/Knowledge/Situational Awareness) by observation,
questions and Soldier explanations.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

ELO B - LSA 2. Learning Step / Activity ELO B - LSA 2. Perform Striking Skills

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 1 hr 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objective:

1. Understand proper techniques for striking skills.
2. Demonstrated proper striking skills.

1. JAB

The jab is thrown with the lead hand and is used for controlling the range and setting up further techniques.

- a. Soldier begins in the Fighter Stance.
- b. Soldier slightly bends the lead knee and pushes it forward of their toe. At the same time, Soldier pushes with the rear leg and slightly twists their torso.

NOTE: Soldiers should keep their lead heel on the ground and not bend at the waist.

- c. Soldier extends their lead arm.

NOTE: When executing straight punches (Jab/Cross), Soldiers move their fist in a straight line directly from its defensive position to the target. Soldiers maintain a defensive position with their rear hand while they throw the jab. Do not flail the elbow, but use it as a hinge. At the point of impact, twist the fist to land the blow with the palm facing down striking with the first two knuckles, throw the jab at eye-level or above.

- d. Soldier returns their fist to its defensive position.

2. CROSS

The cross is a power punch thrown from the rear arm. It is often set up by the jab or thrown in a combination.

- a. Soldier begins in the Fighter Stance.
- b. Soldier transitions their weight to the lead leg and pivots on the ball of their trail foot until your hips and shoulders are positioned 45 degrees past the enemy combatant.

NOTE: Soldiers should bend the knee of their trail leg, and position it facing inward with their heel turned out.

c. Soldier rotates their arm so that they strike with the knuckles up and palm facing down.

NOTE: Throw the punch straight out from the face and do not flail the elbow out to the side. Keep the lead hand up in a defensive position to protect the opposite side of your head, and move the trail shoulder up to protect the near side

d. Soldier returns the trail hand into a defensive position.

3. HOOK

The hook is a power punch that is usually thrown from the lead arm but in practice can be thrown from either side. It is very powerful and works well in combinations. One of its main advantages is that it can be fully executed outside of the enemy combatant's field of vision. Soldiers often confuse the hook with a looping arm punch or haymaker. In reality, a powerful hook does not involve very much arm movement and instead generates its power from the Soldier's leg, hip, and shoulder movement. It is often thrown after the cross, as the body's weight has been shifted forward and can be redistributed toward the trail leg during this punch.

a. Soldier begins in the Fighter Stance.

b. Soldier shifts their weight toward the trail foot and pivots on the ball of the lead foot.

NOTE: Soldiers should turn their hips and shoulders 90 degrees (toward the inside), and rotate the heel of the lead foot to the front.

NOTE: Soldiers should plant their trail foot to prevent over-rotating during the Hook.

c. Soldier raises their elbow as they turn so that their punch lands with the lead arm parallel with the ground and their palm facing toward their chest or the ground.

NOTE: Keep the trail foot planted and the trail hand in a defensive position covering the face.

d. Soldier tucks their elbow back into their side and turns their shoulders.

WARNING: Do not allow your palm to face downward. This can cause injury to the wrist.

4. UPPERCUT

The uppercut is effective against an enemy combatant who crouches or tries to avoid a clinch. The Soldier can throw this strike with the lead hand or the trail hand.

a. LEAD HAND

1. Soldier begins in the Fighter Stance.

2. Soldier turns their hips and shoulders slightly to face the enemy combatant.

NOTE: Soldier dips their lead shoulder downward, and bends their knees.

3. Soldier keeps their elbow tucked in and drives off of their lead leg to land the punch.

NOTE: Keep the palm facing up and the wrist straight and firm. Keep the trail hand in a defensive position covering the face.

4. Soldier returns to the Fighter Stance.

b. TRAIL HAND

1. Soldier begins in the Fighter Stance. Turn your hips and shoulders slightly to face the enemy combatant. Dip your rear shoulder downward, and bend your knees.

2. Soldier turns their hips and shoulders slightly to face the enemy combatant.
NOTE: Soldier dips their trail shoulder downward, and bends their knees.
3. Soldier keeps their elbow tucked in and drives off of their trail leg to land the punch.
NOTE: The Soldier's arm will be slightly more extended than the lead hand punch. Keep the lead hand in a defensive position covering the face.
4. Soldier returns to the Fighter Stance.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning: Assess the Soldiers developing (Skills/Knowledge/Situational Awareness) by observation, questions and Soldier explanations.

Review Summary: Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

CHECK ON LEARNING (ELO B): Assess the Soldiers developing (Skills/Knowledge/Situational Awareness) by observation, questions and Soldier explanations.

REVIEW SUMMARY(ELO B): Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Demonstrate Grappling with Weapons
CONDITIONS:	In an approved Combatives training environment IAW TC 3-25.150, wearing sterile Army Combat Uniform (ACU)'s and appropriate footgear (if outdoors), utilizing two person teams.
STANDARDS:	<p>The student will demonstrate with proficiency the following Learning / Step Activities.</p> <ol style="list-style-type: none"> 1. Perform Muzzle Strikes 2. Tug of War 3. Palm Strike 4. Clear primary weapon with elbow strike 5. front kick or head butt.
LEARNING DOMAIN - LEVEL:	Psychomotor - Precision
No JPME	

LEARNING AREAS SUPPORTED:	None
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ELO C - LSA 1. Learning Step / Activity ELO C - LSA 1. Perform Grappling with Weapon

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 1 hr

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objectives:

1. Understand the options when the enemy has closed the distance.
2. Demonstrate control to confront and gain control.

The grappling range begins at the distance an enemy combatant can reach the Soldier before s/he can evaluate the threat, bring his/her weapon to bear, and decide whether to use deadly force. In this situation, the Soldier may be too close to the enemy for any other action than rush into them. If the enemy combatant is armed, the confrontation will immediately become a contest of who can gain control of the weapon.

PRIMARY WEAPONS

Becoming engaged in a hand-to-hand struggle while armed with an M16 or M4 carbine is the most likely situation Soldiers will encounter. Two situations could occur with close encounters—the enemy grabs the Soldier's weapon or the Soldier blocks and separate the enemy from theirs. In the event of an armed enemy combatant, Soldiers have the following options:

1. Muzzle Strike - A Soldier may use a muzzle strike to maintain the distance between the enemy combatants or to subdue them. Use the muzzle of a weapon system to jab an enemy combatant's sternum, throat, face, or groin to stop or drop an enemy combatant.

Note: Instructors should encourage Soldiers to strike at the enemy combatant's stomach or sternum because it is a larger target area and harder for the enemy combatant to dodge.

Note: If the enemy is armed with a rifle, the Soldier may have to misdirect or block his/her weapon before striking with the muzzle of their weapon.

2. Tug of War - This technique is performed when an enemy combatant tries to take the Soldier's weapon. When the enemy combatant grabs the Soldier's weapon:

- a. The Soldier twists the weapon to where the magazine well faces inward towards their body.

NOTE: If the Soldier cannot effectively pull the rifle away from the enemy, the Soldier can step into the enemy and utilize a headbutt to knock the enemy off balance before continuing the technique.

WARNING: Training partners playing the role of the enemy combatant will never grip the muzzle of the barrel tightly, as this can cause damage to the palms of their hands when the Soldier quickly rotates the weapon system and pulls back on it.

- b. Soldier places their hand that is on the heat shield on the magazine well to use it as a second handle.

NOTE: Soldiers should grip the magazine well as close to the weapon as possible.

- c. Soldier takes an exaggerated step backwards with their trail foot and changes their level at the knees.
- d. Soldier pulls the weapon while shifting their weight to the rear foot and aligns the weapon to the enemy combatant's pelvic girdle.

Note- The enemy combatant may not release the weapon, however it will align the weapon to the enemy combatant's center line.

- e. Soldier switches the selector switch from safe to semi and engages the enemy combatant.

Note- Shooting the pelvic girdle will hinder the enemy combatant's ability to stand up.

3. Fighting With Rifle: Palm Strike

Enemy grabs weapon, Soldier utilizes open hand palm strike (not closed fist) to the enemy combatant's face as a disruptive technique to drive the enemy combatant off of his/her weapon and into a position with which the enemy combatant can be engaged with the primary weapon system.

Fighting with Rifle: Clear Primary Weapon Elbow Strike

- a. Soldier achieves a dominant range controlling position such as the frame.
- b. Soldier brings opposite hand up to protect his/her face.
- c. If the enemy will not release primary weapon or is too close, the Soldier can clear the enemy by using elbow strikes with the same arm that protects his/her face.

NOTE: Soldiers should strike the enemy in the head with the point of their elbow and rotate their body for power. Soldiers can also pull the enemy's head towards the elbow strike for additional power.

- d. Soldier returns to projectile weapon range.

4. Fighting with Rifle: Clear primary weapon front kick

When an enemy combatant grabs the Soldier's weapon,

- a. Soldier utilizes a front kick to drive enemy combatant off of the weapon.
- b. Using either foot Soldier kicks into the upper thigh /hip area of enemy combatant with foot turned out, driving the enemy combatant backwards.

NOTE: Soldier may keep kicking driving enemy combatant off of weapon or until enemy combatant is in a position to be engaged by primary weapon.

5. Fighting with Rifle: Clear primary weapon head butt

If the Soldier cannot use tug of war for any reason, the Soldier can clear the enemy from the primary weapon with a head butt.

- a. Soldier drives the muzzle of the weapon down towards the ground, thereby committing the enemy's hands to the rifle and leaving the head exposed.
- b. Soldier strikes the enemy in the head with the ACH repeatedly until the enemy breaks his grasp.

SECONDARY WEAPONS

If a Soldier is faced with a situation where s/he cannot employ his/her primary weapon but has a secondary weapon, the Soldier can choose standing or ground grappling to gain control of the confrontation by subduing or dispatching the enemy combatant.

STANDING GRAPPLING

NOTE: Struggling with an unarmed enemy combatant can be just as dangerous as struggling with an armed enemy combatant. With both hands free, the enemy combatant may try and take the primary weapon or any secondary weapons from the Soldier (i.e., sidearm, knife, hand grenades, etc.) Any advantage of being armed can quickly disappear if Soldiers have not practiced how to effectively

grapple over weapons.

Standing grappling is the easier of the two techniques and is used to control an enemy combatant while transitioning to a secondary weapon.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing (Skills/Knowledge/Situational Awareness) by observation, questions and Soldier explanations. Students may ask the following questions.

Question 1: What technique should Soldiers utilize when an enemy combatant grabs the barrel of their weapon system?

Answer: Soldiers should utilize the Tug of War technique when an enemy combatant secures the muzzle of their weapon system.

Question 2: What are some techniques that the Soldier can use to create space between him/herself and an enemy combatant?

Answer: Muzzle Strike, Front Kick, Palm Strike, Elbow Strike, Headbutt.

Question 3: When training Tug of War, what is important to remember when grabbing the muzzle of the rifle?

Answer: Soldiers should grip the muzzle of the rifle loosely so they do not cause damage to the palms of their hands.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

CHECK ON LEARNING (ELO C):

Assess the Soldiers developing (Skills/Knowledge/Situational Awareness) by observation, questions and Soldier explanations.

REVIEW SUMMARY(ELO C):

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

D. ENABLING LEARNING OBJECTIVE

ACTION:	Demonstrate Clinch Fighting
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CONDITIONS:	In an approved Combatives training environment IAW TC 3-25.150, wearing sterile Army Combat Uniform (ACU)'s and appropriate footgear (if outdoors), utilizing two person teams.
STANDARDS:	<p>The student will demonstrate proficiency in the following Learning /Step Activities:</p> <ol style="list-style-type: none"> 1. Perform 50/50 Pummeling 2. Perform Inside, Neck and Biceps 3. Perform Outside to Inside and Counter to Inside Control 4. Perform Knee Strikes: Long and Round Knee 5. Perform Hip Check, Turn Down 6. Perform Guillotine Choke 7. Perform Defending Against the Standing Guillotine 8. Perform Front and Rear Takedowns
LEARNING DOMAIN - LEVEL:	Psychomotor - Precision
No JPME LEARNING AREAS SUPPORTED:	None

ELO D - LSA 1. Learning Step / Activity ELO D - LSA 1. Perform Pummeling

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objective:

1. Understand 50/50 Pummeling.

2. Demonstrate 50/50 Pummeling.

NOTE 1: Drills are used as a portion of the warm-up, which allows the maximum use of training time, stresses the importance of position, and keeps training focused on perfecting the basic moves. Different details can be taught or emphasized during each training session. This will result in a deeper understanding of the techniques, building muscle memory, and teaching

Soldiers to move in the most efficient ways naturally. More advanced techniques can be substituted within the framework of the drill after sufficient skill level is shown in the basics.

50/50 PUMMELING

Soldiers will begin in the 50/50 position. On the command “GO” both Soldiers will switch the side of their underhook and lead foot and continue to do so in a methodic manner. Soldiers will provide realistic feedback for each other with regards to safety as well as the size, strength, and physical capabilities of their training partner. Soldiers may slowly increase resistance as each training partner becomes more familiar with the movements inherent in the technique, however since it is a warm-up exercise the emphasis should remain on perfecting technique rather than giving maximum resistance. Soldiers will not strike each other or attempt to take each other to the ground.

NOTE 2: Instructors will establish a rotation plan as well as intervals for the Students to ensure that Students can drill with a variety of different body types and skill levels. Intervals during pummeling are generally shorter than during grappling. USACC recommends a Work: Rest interval of approximately 1 Minute: 20 Seconds for most classes.

NOTE 3: Instructors should take the opportunity to note deficiencies and address any problems that students demonstrate during the live application exercises of these techniques.

NOTE 4: Training is an important part of being a prepared Soldier. Your participation during this drill provides the skills to help you protect yourself, as well as your comrades, in combat.

NOTE 5: No submissions during this live application exercise.

***WARNING: Instructors will immediately address any disrespectful behavior, unsportsmanlike conduct, or overly enthusiastic Soldiers during the practical exercises. While an increase in resistance creates more realistic training for the Soldiers, it can also lead to overly competitive displays of strength and frustration. Bruised egos, hurt pride, and inexperience can all quickly become safety hazards in the classroom environment. To facilitate this, Instructors should foster an environment of respect among Soldiers as well as control while training.**

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing
(Skills/Knowledge/Situational Awareness) by observation,
questions and Soldier explanations.

Review Summary:

Facilitate brief discussion with students to determine if

lesson objectives/concepts have been covered.

ELO D - LSA 2. Learning Step / Activity ELO D - LSA 2. Perform Inside Control, Neck and Biceps

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objectives:

1. Understand Inside Control, Neck and Bicep

2. Demonstrate Inside Control, Neck and Bicep

1. INSIDE CONTROL

Inside control is one of the most dominant positions from which a Soldier can control an enemy combatant and attack them with disruptive techniques.

a. Soldier places both hands palm over palm on top of the enemy combatant's "knowledge knot" and pulls their head downward.

NOTE: The "Knowledge Knot" is located at the back of an individual's head between the top of their neck and the crown of their skull. Instructors should ensure that Soldiers control the enemy combatant's knowledge knot instead of their neck to ensure the proper leverage during the technique.

b. Soldier pinches his/her arms on both sides of the enemy combatant's neck to create a frame on both sides of the enemy combatant's clavicles.

c. Soldier maintains a Fighter Stance and breaks down the enemy combatant's posture.

NOTE. Soldiers must ensure hands are on the knowledge knot to control the enemy combatant's posture. If their hands are on the neck, they do not have as much control.

2. NECK AND BICEPS

The neck and biceps position is a neutral position (drilling position) that a Soldier may find him/herself in while pummeling. This position enables the Soldier to initiate knee strikes while being vulnerable.

NOTE: Soldiers can use their elbows to control punches.

a. Soldier keeps one hand at the crook of the enemy combatant's elbow and over the top of the enemy combatant's biceps to defend against elbow strikes.

b. Soldier cups the back of the enemy combatant's neck with the opposite hand for control.

c. Soldier's lead foot is on the same side as the arm that controls the enemy combatant's neck.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing
(Skills/Knowledge/Situational Awareness) by observation,
questions and Soldier explanations.

When doing an Inside Control/Neck and Bicep PE ensure
your students are giving resistance to one another. Ensure
you are walking around checking hand placement of the
students. The soldiers can pummel from this position, and
throw knee strikes.

Instructor should ask the students the following questions:

Question 1. Soldier must control what part of the enemy
combatant's head to effectively control their posture during
Inside Control?

Answer: Soldiers must control the enemy combatant's
"knowledge knot."

Question 2. How does the Soldier position his/her arms
during Inside Control once s/he secures the enemy
combatant's knowledge knot?

Answer: Soldier pinches his/her arms on both sides of the
enemy combatant's neck to create a frame on both sides of
the enemy combatant's clavicles.

Question 3. Why is it important to control the enemy
combatant's arm when in the neck and biceps clinch?

Answer: Soldiers can control the enemy combatant's ability
to strike effectively if they maintain control of the elbow and
biceps.

Review Summary:

Facilitate brief discussion with students to determine if
lesson objectives/concepts have been covered.

ELO D - LSA 3.

Learning Step / Activity ELO D - LSA 3. Perform Outside to Inside Wedge/Counter to Inside Control

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objectives:

1. Understand procedures for performing Outside to Inside Control.
2. Demonstrated the procedures in performing Outside to Inside Control

NOTE: When an enemy combatant achieves inside control and attempts to break his opponent this technique is used to re-establish inside control of the enemy combatant.

A. OUTSIDE TO INSIDE WEDGE

The Soldier uses outside to inside wedge when an enemy combatant achieves inside control and attempts to break down the Soldier's posture. The Soldier may use this technique to re-establish inside control on an enemy combatant.

1. Soldier postures up and blades body to one side.
2. Soldier uses the space between the enemy combatant's arms to drive one hand at a time into the inside control position.

Note: Soldiers should step into the enemy combatant with the same side arm that they wedge into the Inside Control position. This forces the enemy combatant off-balance and allows the Soldier to re-establish control of the situation.

B. COUNTER TO INSIDE CONTROL

If the enemy combatant achieves inside control, the Soldier can defend by putting his/her arm over both of the enemy combatant's arms and extending it. This allows the Soldier to regain his/her posture and prevents the enemy combatant from taking advantage of the Inside Control position.

1. Soldier extends one arm over the enemy combatant's arms and across the enemy combatant's neck.
2. Soldier straightens their arm, blades their body, and turns their shoulders to pressure the enemy combatant's hands off your head.

NOTE: The Soldier should drive the palm of his/her hand across the enemy combatant's jawline to force it up and away and to create pressure on their neck.

3. Soldier reaches the opposite arm under the enemy combatant's arms and across their waist to block potential knee strikes.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing (skill/knowledge/situational awareness) by observation, questions and Soldier explanations. Instructor should ask the students the following questions:

Question 1. When would a Soldier utilize the Outside to Inside Wedge?

Answer: A Soldier would utilize the Outside to Inside Wedge if an enemy combatant establishes Inside Control on the Soldier.

Question 2. What must the Soldier do with his/her feet when wedging his/her arm between the enemy combatant's arms?

Answer: The Soldier must step into the enemy combatant with the same side foot as the arm that they use to reach behind the enemy combatant's neck.

Question 3. What should the Soldier do with the arm that reaches across the enemy combatant's body during the Counter to Inside Control?

Answer: The Soldier should drive his/her fist across the enemy combatant's jawline.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

ELO D - LSA 4. Learning Step / Activity ELO D - LSA 4. Perform Knee Strikes

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objectives:

1. Understand the use of Knee Strikes
2. Demonstrate the proper techniques used with each Knee Strikes.

NOTE 1: To take control when the enemy is at the Inside Control, the Soldier

achieves the clinch and deliver a powerful knee strike.

A. LONG KNEE

Soldiers use the Long Knee when they have the enemy combatant in Inside Control. Enemy combatants may panic when the Soldier has them in Inside Control and try to back out of the clinch. This creates enough space between the Soldier and the enemy combatant for the Soldier to deliver a very powerful knee strike. The long knee is either directed straight out or slightly rising. At the appropriate range, the Soldier can pull the enemy combatant toward him/her to enhance its effectiveness.

1. Soldier begins in inside control.
2. Soldier pulls the enemy combatant towards them by the head (knowledge knot) and drives their knee into the enemy combatant's torso.

NOTE 2: Soldiers should thrust forward with their hips to generate more power from the knee strike.

B. UP KNEE

The up knee is a rising strike usually to the head, but occasionally to the chest and stomach. It can be thrown either directly to the front or to the side, but is typically thrown at very close range. This technique is most effective when the enemy combatant has bad posture.

1. Soldier begins in inside control.
2. Soldier pulls the enemy combatant's head down toward their knee.
3. Soldier drives the top of their knee up into the enemy combatant's chest or face.

C. ROUND KNEE

The round knee, sometimes called the curved knee, is a strike that typically comes from the side into the ribs. It can either be a horizontal strike or slightly rising. This strike is commonly used when there is little or no space between the Soldier and the enemy combatant (not enough space to use the long knee or up knee).

1. Soldier begins in inside control.
2. Soldier lifts their knee at a 90-degree angle from the enemy combatant.
3. Soldier strikes the enemy combatant's thigh or ribs with the inside their knee.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing (skill/knowledge/situational awareness) by observation, questions and Soldier explanations. Instructor should ask the students the following questions:

Question 1: What are the three types of knees that a Soldier can throw during the clinch?

Answer: Up Knee, Long Knee, Round Knee

Question 2: Where should the Soldier aim when attacking

the enemy combatant with an Up Knee?

Answer: Soldiers should aim to strike the enemy combatant's head or torso with the Up Knee.

Question 3: When would a Soldier utilize a Round Knee during a clinch?

Answer: Soldiers should utilize the Round Knee when there is not enough space to execute a Long Knee or an Up Knee.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

ELO D - LSA 5. Learning Step / Activity ELO D - LSA 5. Perform Hip Check, TurnDown

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 20 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objective:

1. Understand the use of Hip Check, Turn Down.
2. Demonstrate the proper techniques using Hip Check, Turn Down.

The Hip Check, Turn Down acts as a defensive counter to knee strikes and is effective in taking the enemy combatant off-balance by transitioning their weight over their outside foot.

HIP CHECK, TURN DOWN

Soldiers are vulnerable to knee strikes from enemy combatants when they are within clinch range. The hip check acts as a defensive counter to knee strikes and is effective in taking the enemy combatant off-balance by transitioning all of his/her weight over the outside of his/her foot.

1. Soldier stops the enemy combatant's attempted knee strike with a hip check.
2. Soldier turns the enemy combatant in a tight circle away from the striking leg and pulls downward.

NOTE: If the enemy combatant remains standing, the Soldier can use the moment in which the enemy combatant is off balance to regain the initiative and continue to control the confrontation.

***WARNING: Instructors will ensure that students do not reach for the ground if**

they lose balance and fall during this technique, as this can cause serious damage to the wrist, elbow, and/or shoulder.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing (skill/knowledge/situational awareness) by observation, questions and Soldier explanations. Instructor should ask the students the following questions:

Question 1: What should Soldiers never do when getting taken to the ground?

Answer: Soldiers should never reach for the ground in an attempt to catch themselves.

Question 2: To which side does the Soldier turn the enemy combatant if the combatant executes a knee strike?

Answer: The Soldier violently turns the enemy combatant away from the striking side.

Question 3: What should the Soldier do if the enemy combatant remains standing after the Hip-Check, Turn-Down?

Answer: The Soldier should use the moment in which the enemy combatant is off balance to regain the initiative and continue to control the situation.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

CHECK ON LEARNING (ELO D): Assess the Soldiers developing (Skills/Knowledge/Situational Awareness) by observation, questions and Soldier explanations.

REVIEW SUMMARY(ELO D): Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

E. ENABLING LEARNING OBJECTIVE

ACTION:	Demonstrate Finishing Techniques
CONDITIONS:	In an approved Combatives training environment IAW TC 3-25.150, wearing sterile Army Combat Uniform (ACU)'s and appropriate footwear (if outdoors), utilizing two person teams.
STANDARDS:	

	<p>The student will demonstrate proficiency in the following Learning /Step Activities:</p> <ol style="list-style-type: none"> 1. Perform Guillotine Choke 2. Perform Defending against the standing Guillotine 3. Perform Front and Rear Take Down
LEARNING DOMAIN - LEVEL:	Psychomotor - Precision
No JPME LEARNING AREAS SUPPORTED:	None

ELO E - LSA 1. Learning Step / Activity ELO E - LSA 1. Perform Guillotine Choke

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objective:

A. Understand the proper procedures for the Guillotine Choke.

B. Demonstrate the proper procedures in performing the Guillotine Choke.

NOTE 1: Often an enemy combatant will attempt to charge the Soldier and will present his/her neck as they attempt the tackle. The guillotine choke allows the Soldier to defend the tackle.

NOTE 2: Instructors will brief all Students on “Tapping” procedure before any training that involves chokes or joint locks.

NOTE 3: As with any submission technique, apply this choke using slow, steady pressure, and release as soon as the training partner taps.

1. Soldier directs the enemy combatant's head underneath one of his/her arms.
2. Soldier takes a step back and slightly changes levels at the knees.
3. Soldier wrap his/her arm around the enemy combatant's head and underneath the enemy combatant's neck.
4. With the opposite side hand, Soldier grasps the wrist that is underneath the enemy combatant's neck where a watch would be.

NOTE 4: Soldiers must ensure that they have not reached around the enemy combatant's arm when they secure their own wrist.

NOTE 5: Soldier's palm should be facing their own chest.

5. Soldier tightens the choke by bringing their arm further around the enemy combatant's head.

NOTE 6: Instructors will ensure that Students will either physically "tap" three times or more on either the ground or their training partner and *never on themselves*. In addition to physically tapping, Students can also say "Tap!" to their training partner.

NOTE 7: Students will apply all chokes and joint-locks with slow, steady pressure and will immediately release them when their training partner taps. Instructors should discourage Students' attempts to violently force a submission.

NOTE 8: If one of your students becomes unresponsive during drilling or sparring due to a blood choke, move other students away, and place the fighter in the supine position by bending their knees to increase blood flow to the brain. Monitor the student's vital signs and alert medical officials if the student does not regain an acceptable level of consciousness within a few seconds.

NOTE 9: If the Soldier loses balance or falls, they will take the following steps:

- a. Soldier places the enemy combatant within their guard
- b. Soldier pulls towards their own head with both arms, extends their body, performs a side crunch to the side of the enemy combatant's head in order to finish the choke.

NOTE 10: You must lock both legs around the enemy combatant to prevent him from securing a top position. Even with a choke in place, if the enemy combatant can clear your legs and get on top, he will be able to defeat the submission and you will be in a non-dominant position.

6. Soldier postures up by taking a step forward.

7. Soldier pulls upward with both arms and performs a side crunch to the same side as the enemy combatant's head.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing (skill/knowledge/situational awareness) by observation, questions and Soldier explanations. Instructor should ask the students the following questions:

Question 1: Which part of the Soldier's own arm does the Soldier secure during the Guillotine Choke.

Answer: At the wrist with a thumb-less grip and palm facing the Soldier's body.

Question 2: If the Soldier is taken to the ground before s/he

can finish the choke, what should the Soldier do?

Answer: The Soldier should maintain control of the enemy combatant's head and establish the Guard before extending his/her legs and doing an oblique crunch to the side of the enemy combatant's head.

Question 3: Soldiers must ensure that they do not secure one of the enemy combatant's _____ when also securing the head.

Answer: Arms.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

ELO E - LSA 2. Learning Step / Activity ELO E - LSA 2. Perform Defending against Standing Guillotine

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objectives:

1. Understand the procedures for Defending against the standing Guillotine
2. Demonstrate the proper procedures for Defending against the standing Guillotine.

DEFENDING AGAINST THE STANDING GUILLOTINE: Will teach Soldiers how escape any submission and gain a dominant body position.

While standing, the Soldier may find him/herself in a front head lock position. If the Soldier fails to defend this, the enemy combatant may take the Soldier out of the fight or cause irreparable damage to the Soldier. This technique will allow the Soldier to escape any submissions and gain a dominant body position.

NOTE 1: To facilitate confusion when teaching this technique, Instructors should identify “Near side” and “Far side.” The “Near-side” for this technique refers to the side of the enemy combatant on which the Soldier’s head is trapped.

1. Soldier reaches his/her far side arm as high as possible over the enemy combatant's far side shoulder.

NOTE 2: Soldier should aim to place their elbow notch above the enemy combatant’s shoulder.

2. Soldier places the near side hand slightly above enemy combatant's knee with a “Reverse C- Grip.”

NOTE 3: Soldier’s thumb should be on the outside of the enemy combatant’s knee.

3. Soldier relaxes and hangs as dead weight.

NOTE 4: Soldier should place the elbow of the near side arm on their own hips to help support their own weight.

NOTE 5: If the enemy combatant is taller than you, the Soldier can place his/her knees on their thigh for support.

4. Soldier moves to the enemy combatant's far side as they attempt to finish the choke.

5. Soldier breaks down the enemy combatant's base by bumping the back of their knee with your knee.

6. Soldier takes the enemy combatant to the ground.

7. Soldier establishes Side Control.

8. With the hand that is closest to the enemy combatant's head, the Soldier grasps the enemy combatant's far-side shoulder.

9. Soldier drives the bony part of their forearm under the enemy combatant's chin and pushes the enemy combatant's elbow towards the ground until s/he can pull his/her head free.

***WARNING: Instructors will ensure that students do not reach for the ground or try to catch themselves if they lose balance and fall during this technique, as this can cause serious damage to the wrist, elbow, and/or shoulder.**

Students will break into pairs and drill the technique slowly as instructors move between them making corrections and answering questions.

NOTE 6: Instructors will brief all Students on "Tapping" procedure before any training that involves chokes or joint locks.

NOTE 7: Instructors will ensure that Students will either physically "tap" three times or more on either the ground or their training partner and *never on themselves*. In addition to physically tapping, Students can also say "Tap!" to their training partner.

NOTE 8: Students will apply all chokes and joint-locks with slow, steady pressure and will immediately release them when their training partner taps. Instructors should discourage Students' attempts to violently force a submission.

NOTE 9: If one of your students becomes unresponsive during drilling or sparring due to a blood choke, move other students away, and place the fighter in the supine position by bending their knees to increase blood flow to the brain. Monitor the student's vital signs and alert medical officials if the student does not regain an acceptable level of consciousness within a few seconds.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing (skill/knowledge/situational awareness) by observation, questions and Soldier explanations. Instructor should ask the students the following questions:

Question 1: On which side of the enemy combatant does

the Soldier reach his/her arm up and over the back?

Answer: The opposite side from which the Soldier's head is trapped.

Question 2: How should the Soldier post his/her hand on the enemy combatant's same-side knee during the Guillotine Choke Defense?

Answer: Upside-down C-Grip (Coke Can Grip).

Question 3: How does the Soldier take the enemy combatant to the ground?

Answer: The Soldier breaks down the enemy combatant's base by bumping the back of the enemy's knee.

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

ELO E - LSA 3. Learning Step / Activity ELO E - LSA 3. Perform Take Downs

Method of Instruction: Drill and Practice

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH (1:12)

Time of Instruction: 30 mins

Media Type: Unassigned

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: FOUO – For Official Use Only.

Objective:

1. Understand the proper procedures for the Front and Rear Takedown.
2. Demonstrate the proper techniques performing the Front and Rear Takedown.

*****WARNING: Students must not attempt to reach for the ground while being taken down, as this may lead to severe injuries.**

A. FRONT TAKEDOWN

The front takedown is a simple technique used to throw the enemy combatant off-balance. It allows the Soldier to transition from the modified seatbelt clinch to the mount.

1. Soldier begins in the modified seatbelt clinch,
2. Soldier steps slightly in front of the enemy combatant to drive him/her off his leg.

NOTE: Soldiers should ensure that they maintain head pressure against the

enemy combatant's torso to break down their posture throughout the technique.

3. Soldier releases the grip on the enemy combatant's elbow and reach over the enemy combatant's arm, keeping it trapped under the Soldier's overhook armpit.
4. Soldier secures a wrestler's grip low on the enemy combatant's far side hip near the small of his/her back.
5. Soldier pulls the enemy combatant into them with their hands and drives their head into the enemy combatant's chest to make them bend backwards.
6. Soldier takes an exaggerated step over the enemy combatant and releases the grip around the enemy combatant's waist.
7. Soldier establishes the Mount.

*****WARNING: Soldiers must release their hands to avoid landing on them.**

B. REAR TAKEDOWN

After achieving the clinch, the Soldier is often positioned with his head behind the enemy combatant's arm. Once the Soldier reaches a secure position, s/he can attempt to take the enemy combatant to the ground.

NOTE 1: Soldiers conduct this technique when their head is positioned behind the enemy combatant's arm after they have achieved the clinch.

1. Soldier begins in the Rear Clinch
2. Soldier steps to the same side that controls the wrist of the enemy combatant so that they are behind the enemy combatant at an angle.
3. Soldier places one foot on the outside of the enemy combatant's foot so that their foot is perpendicular to the enemy combatant's.
4. Soldier places the instep of their opposite foot behind the enemy combatant's far-side foot so that the enemy combatant cannot step backward.
5. Soldier sits down as close to the near-side foot as possible and hangs their weight from the enemy combatant's waist.

NOTE 2: Instructors can help Students visualize this technique by telling them to sit "butt-to-boot" or by demonstrating a Pistol Squat.

6. Soldier tucks their elbow and releases their grip as the enemy combatant falls backwards over the Soldier's leg
7. Soldier rotates into the mount.

Students will immediately Drill and Practice after this block of instructions.

Check on Learning:

Assess the Soldiers developing (skill/knowledge/situational awareness) by observation, questions and Soldier explanations. Instructor should ask the students the following questions:

Question 1: From what position does the Soldier initiate the Front Take Down?

Answer: Soldiers initiate the Front Take Down from the Modified Seatbelt position.

Question 2: In what position should the Soldier end after the Front and Rear Take Down?

Answer: The Soldier should end in the Mount for both take downs.

Question 3: What is important for the Soldier to remember when "sitting down" during the Rear Take Down?

Answer: Soldiers should sit as close to the near-side foot as possible ("Boot-to-Butt").

Review Summary:

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

CHECK ON LEARNING (ELO E):

Assess the Soldiers developing (Skills/Knowledge/Situational Awareness) by observation, questions and Soldier explanations.

REVIEW SUMMARY(ELO E):

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

SECTION IV. SUMMARY

Method of Instruction:	Discussion (Small or Large Group)
Mode of Delivery:	Resident Instruction
Instr Type(I:S Ratio):	Military - ICH (1:12)
Time of Instruction:	10 mins

Check on Learning

Assess the Soldiers developing (skills/knowledge/situational awareness) by observation, questions and Soldier explanations.

Review/ Summary

Facilitate brief discussion with students to determine if lesson objectives/concepts have been covered.

SECTION V. STUDENT EVALUATION

Testing Requirements

1. This lesson plan will be informally assessed/evaluated during class using checks on learning such as questions and answers and a practical exercise that is performance based.
2. This lesson plan will be formally assessed/evaluated in (LP Number) in accordance with the Individual Student Assessment Plan (ISAP). See training schedule for time.

Formal comprehensive evaluation will take place during the end of course technique examination. At the end of this TLO, the students will spar for dominate body position. During this sparring session, instructors must evaluate their students on the following criteria:

1. Student remains calm under the duress of live training.
2. Student is able to employ the techniques taught during instruction against a fully resistant opponent.
3. Student understands the concept of leverage gained by a dominate body position.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Instructor will give formative verbal feedback to students throughout the lesson.

Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Instructors must closely supervise all live training and provide timely feedback on why a student failed to properly employ a technique, and sustain proper movements when students succeed.

Appendix A - Viewgraph Masters

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Sequence	Media Name	Media Type
None		

Appendix B - Assessment Statement and Assessment Plan

Assessment Statement: None.

Assessment Plan: None.

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 071-FRGAB001 Version 02.0 ©

Appendix D - Student Handouts

Stand-Up Fighting Techniques (Basic) 071-FRGAB001 / Version 02.0 ©

Sequence	Media Name	Media Type
None		